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ABSTRACT

This report is divided into three parts. The first part is the opening address. It argues for the importance of constructive leisure as a human need. The essay suggests that recreation educators need to learn from such humanistic psychologists as Abraham Maslow, who have studied what man needs to achieve self-actualization. The second part of the report is divided into the topic statements of the discussion groups at the conference. These include concerns about higher standards of preparation in recreation programs, more progressive instruction, strengthening the professional image of recreation educators, helping students find jobs, and defining the content of training for two-year paraprofessional students and four-year degree candidates. Finally, the recommendations that each discussion group arrived at concerning recreation education are presented. (CD)

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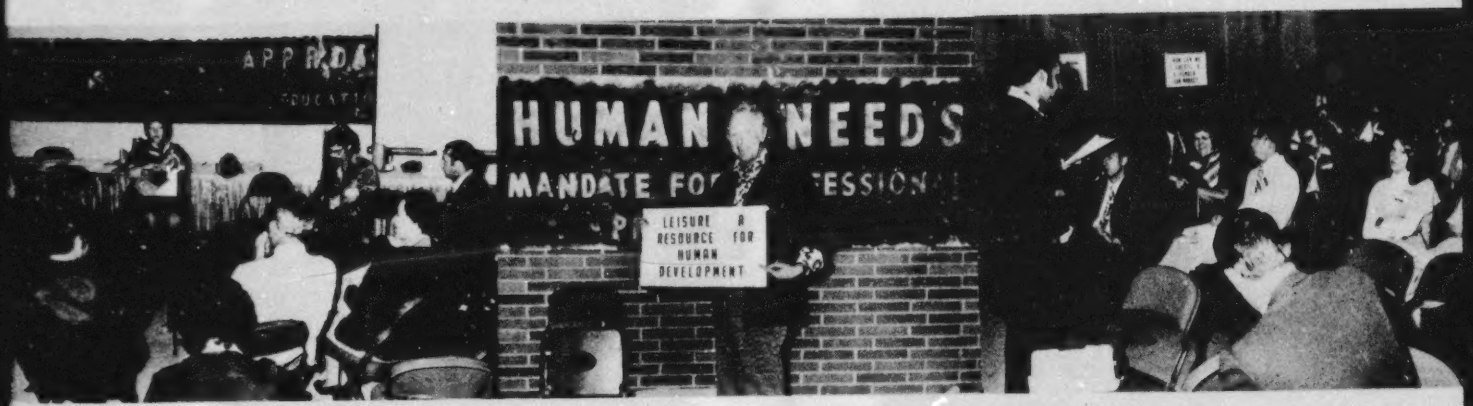
Proceedings Of The 1975 DALLAS - SPRE INSTITUTE



"A Progressive Approach To Park And Recreation Education"

SUNDAY, OCTOBER 19, 1975
CONGRESS OF PARKS AND RECREATION
Dallas, Texas

2

Sponsored By The

SOCIETY OF PARK AND RECREATION EDUCATORS

BRANCH OF THE NATIONAL RECREATION AND PARK ASSOCIATION

SP009 684

INTRODUCTION

Last January, I was privileged to be in Dallas, Texas with other members of the 1975 Congress Program Planning Committee, at which time we identified the most important issues and problems of our profession. Soon after my return to Sacramento, I was invited by E.A. "Swede" Scholer of the University of New Mexico, and Roger Lancaster, Executive Secretary for SPRE, to co-coordinate this year's SPRE Institute with Joseph Bannon of the University of Illinois. Indeed, the challenge of meeting the issues and problems judiciously and candidly appeared to be our major order of business.

An immediate objective was to secure a team of speakers and group leaders who shared the desire and dedication to present an institute which would contribute significantly to the preparation of recreation and park personnel. From every region of America, this outstanding array of resource people came to Dallas on Sunday, October 19, to present an institute which was acclaimed by many as "the finest we have ever had."

Each of the five areas of concern were among the problems and issues identified by the Congress Program Planning Committee. Dr. Edwin Staley delivered a dynamic and challenging address on "HUMAN NEEDS: Mandate for Professional Preparation," one we believe will be quoted and referred to repeatedly in the future. After provoking the interest and thoughts of the large group of recreation educators and practitioners during the morning session, the group leaders came through in magnificent style during the afternoon group discussions to produce some constructive recommendations and guidelines.

I would like to express my appreciation and gratitude to an outstanding group of resource people . . Ed STALEY, Bill NIEPOTH, Carole HANSON, Gerry GARTHE, Robert SACK, Don FLEMING, Cliff SEYMOUR, Dave AUSTIN, Lester RHOADS, Norm OLSON, Larry WILLIAMS, Roger GUTHRIE, Carol MILLER, Jim BRISTOR, and our charming Institute hostess, Jana Lyn STEWART of Dallas. I am most appreciative of the support and inspiration given me by Swede SCHOLER, who did an excellent job planning this year's program of SPRE sessions, with Roger LANCASTER

During the past 25 years, there have been a number of significant national institutes and conferences relative to the preparation and education of recreation and park personnel. It is our hope and desire that the 1975 SPRE Institute in Dallas will help provide President Frances Cannon, the SPRE Board and membership with the type of direction and guidance the profession needs at this crucial period.

Donald C. Weiskopf, Editor and
Coordinator of the Institute
on "Progressive Approach to
Park and Recreation Education"

R E C O M M E N D A T I O N S

Higher Standards of Preparation

WE MUST:

* STRIVE FOR A HIGH QUALITY OF PROFESSIONAL PREPARATION
* DEVELOP A SELECTIVE ADMISSION PROCESS TO OUR PROFESSIONAL CURRICULA
* IMPLEMENT A PROFESSIONAL ACCREDITATION PROCESS
* DEVELOP A PROCESS OF LEGAL LICENSING OR CERTIFICATION
* RECOMMEND CONTINUING PROFESSIONAL FIELD EXPERIENCES AMONG EDUCATORS

A Progressive Approach to Instruction

WE MUST:

* DEVELOP MORE EFFECTIVE INSTRUCTIONAL MEDIA AND TECHNOLOGY
* WORK ON OUR OWN ABILITIES TO USE SUCH MEDIA AND TECHNOLOGY
* CONSIDER MORE CREATIVE AND INNOVATIVE APPROACHES TO INSTRUCTION
* DEVELOP WAYS AND MEANS TO ACHIEVE DESIRED OUTCOMES FROM LEARNERS
* RELATE CLASSROOM INSTRUCTION MORE EFFECTIVELY TO JOB PREPARATION
* IMPROVE OUR ABILITIES TO DESIGN LEARNING ENVIRONMENTS
* DEVELOP A HUMANISTIC APPROACH TO RECREATION INSTRUCTION

A Stronger Professional Image

WE MUST:

* DEVELOP A MORE FAVORABLE PUBLIC IMAGE WITH GOVERNMENTAL AND CIVIC LEADERS, AS WELL AS THE GENERAL PUBLIC
* EDUCATE THE PUBLIC AND MAKE THEM MORE AWARE OF OUR SERVICES
* CONVINCE THE PEOPLE THAT RECREATION IS A DISTINCT AREA OF PROFESSIONAL SERVICE

*UPGRADE THE FIELD IN TERMS OF RECOGNITION, INFLUENCE AND STATUS

*DEVELOP A MORE EFFECTIVE CAREER LADDER

*BECOME PERSONALLY INVOLVED IN COMMUNITY AFFAIRS

Creating A Stronger Job Market

WE MUST:

*DEVELOP A MORE EFFECTIVE AND INNOVATIVE APPROACH IN SEEKING NEW JOBS

*HELP OUR STUDENTS WITH JOB DEVELOPMENT AND PLACEMENT

*EXPLORE MORE EFFECTIVELY THE FEDERAL, PRIVATE, AND COMMERCIAL SECTORS

*CONSIDER THE GROWING OPPORTUNITIES IN THE SPECIAL POPULATION AREAS

*LOBBY FOR REVISION AND UP-DATING OF EMPLOYMENT LEGISLATION

*BE SENSITIVE TO THE EXPECTATIONS OF THOSE WHO HIRE OUR STUDENTS

Practical Approach to Articulation

WE MUST:

*REVIEW AND FINALIZE THE "NATIONAL ARTICULATION GUIDELINES" AND GET SPRE BOARD APPROVAL FOR IMPLEMENTATION

*ESTABLISH AN ARTICULATION COMMITTEE IN EACH STATE SPRE ORGANIZATION

*DEVELOP STRONGER GUIDELINES FOR QUALIFICATIONS OF RECREATION EDUCATORS

*ENCOURAGE TWO-YEAR FACULTY TO BECOME INVOLVED WITH SPRE COMMITTEES

*HAVE THE SPRE TWO-YEAR/FOUR-YEAR COMMITTEE BE A STANDING COMMITTEE

*RECRUIT TWO-YEAR FACULTY INTO NRPA MEMBERSHIP

HUMAN NEEDS: MANDATE FOR PROFESSIONAL PREPARATION

By Edwin J. Staley, Ph.D., President
Edwin J. Staley & Associates

HIGH STANDARDS APPROACH TO PROFESSIONAL PREPARATION

How does a particular occupational group become a profession? The chief means by which a given occupation evolves into a profession is the enforcement of relatively high standards for admission to practice and for continuation in service. In my judgment, this is the bottom line for professional preparation in any field, particularly now in the emerging, professional field of recreation and leisure services. We must strive continually for a high quality of service -- this is the goal. True, we must be involved in research, ethics, the welfare of the profession and in-service training, but in my opinion, "high quality of service" is the guideline as to how we are going to move toward a professionalism in our particular field. When we arrive at that position, we will be able to command more professional prestige and public support. This in turn will give us more professional autonomy and will ultimately produce a still higher quality of service. What are the basic processes by which we ultimately achieve professional status?

> THE CHIEF MEANS BY WHICH A GIVEN OCCUPATION EVOLVES INTO A PROFESSION IS THE ENFORCEMENT OF RELATIVELY HIGH STANDARDS FOR ADMISSION TO PRACTICE, AND FOR CONTINUATION IN SERVICE.

Professional status involves four major processes. In my judgment, as well as in the judgment of many people who have studied these matters very carefully during the last 50 years, the real standards of professional service must include all four of these elements. In recreation and leisure services, we really are not giving sufficient attention to these major factors:

1. First, there has to be a selective admission process to our professional curricula. Most of our institutions do not give sufficient attention to this.

2. Secondly, a high quality of professional preparation. We are approaching that more than any of the other four criteria.

3. Thirdly, we must have a professional accreditation process. We know that there are people here who have worked very hard at accreditation for many years and know the difficulties in implementing it. This is a very important step that we have to make sure that we put into practice. Without accreditation we are never going to achieve the professional status that we are talking about. Accreditation is so vitally important.

4. Last but not least, it seems absolutely mandatory that we have a process of legal licensing or certification, including both a degree and civil service requirements reflecting a demand for such qualifications.

These four processes, fully and faithfully implemented are the major means for enforcement of relatively high standards for admission to prac-

tice and continuation in service.

The recreation educators' professional field experience is something else we definitely believe requires more attention. The continuing field experience of professional educator's at universities and colleges and at the community college level is something that could take a variety of approaches. It could be a temporary switch-off (one to four semesters) with somebody in a different job in a field experience. It could be consultant work in communities, in research or a variety of other similar options. But it seems to me that too many of our professional educators are moving too far away from the practical field and are not keeping in touch with what could happen and is happening in the real world of recreation and leisure services. We should establish some form of requirement by which educators would have to demonstrate at least the equivalent of one year of practical field experience during each five years of serving as a professional educator.

THE GOAL -- HIGH QUALITY OF SERVICE
WHICH IN TURN LEADS TO PROFESSIONAL PRESTIGE

Concerns of Student Consumers

I want to share with you the areas of major concern for professional preparation which the California Student Section of the California Park and Recreation Society has developed during the last couple of years. They have compiled a whole document which goes over many issues. The Student Section which comprise the consumers of professional preparation in the colleges and universities in California has been given an opportunity tomorrow to speak on Faculty and Curriculum Relationships to the National Accreditation Committee here at the Congress. In my judgment, the students have a very provocative and thoughtful series of things that they think should be done in each of these areas. Many of you are not going to agree with many of them. Many will be rubbing you the wrong way, but I do believe that many are very challenging to the existing status quo of our professional preparation programs. The students are making a very honest effort, done with integrity in and attempt to improve the quality of preparation at both two year and four year levels.

In brief, they cover such major concerns as "Faculty and Curriculum" -- what the relationships should be between the students and faculty, a heavy section on "Therapeutic Recreation Curriculum'; "Alternatives to Competition"; "Urban Population and Special Groups"; "Environment and Open Space"; and "Community Education." The key issue for students is the role of the colleges, universities and community colleges in helping them with job development and placement.

With the foregoing "high standards approach to professional preparation" serving as a broad base for direction, let us now focus on "human needs" as the basic mandate for professional preparation in recreation and leisure services.

The Years of Our Lives

Within the broad perspective of leisure as a human service we must talk about human needs. I would like to focus your minds on "The Days of Our Years," which came out of the Kaiser publication on leisure. These are highly summarized:

25%	SUBSISTENCE
4%	COMMUTING
16%	WORK
35%	FREE TIME
100%	TOTAL

This gives us some idea of the total percentage of an average person's life we are talking about.

John McHale's "The Future of the Future" even more heavily dramatizes the "Years Spent in Various Life Activities." (see below). Twenty-seven of those 70 years are spent in leisure time, including childhood play. Now, this is a very provocative and good selling point when you are talking to students or a lay group of people when trying to justify why leisure and recreation is so important in the lives of the American people, as a human need. Just look at the amount of time in an average lifetime that is going to be spent at leisure (27 years). Think about our educational system and the amount of time that is spent on educating for leisure, compared to educating for work at which we are only to spend about 7½ or 8 years. These years are totaled in terms of hours actually spent over 70 years.

YEARS SPENT IN VARIOUS LIFE ACTIVITIES

Years	Life Activities
27	Leisure Time, including childhood play
24	Sleeping
7.33	Working
4.33	Formal Education
2.33	Eating
5	Miscellaneous
70	

Source: John McHale, THE FUTURE OF THE FUTURE, 1969, p. 318.

Twenty-four years are in sleeping alone. Eating and sleeping total over 26 years. We are spending as much time on subsistence as we are on leisure. We must look at that in the proper framework everytime we put into perspective the human needs of people. The specific behaviors of people are evidence of how they meet their human needs. We can see that

can justify a great deal more time devoted to helping people understand what their human needs are, and how leisure could be used as a resource for better meeting those needs, and thus better achieving their human potential.

The Work Ethic Denies Humaness

I am also hopeful we can begin in our professional preparation to actively help the work ethic to reach oblivion. It's an ethic that denies humaness. If we can teach people to use their leisure without feeling guilty we will be contributing to positive, mentally healthy attitudes. If we don't do this in professional preparation, I don't know who else is going to do it.

We have to believe that what people do in leisure is vitally important to meeting their human needs. We must be willing to try to help people overcome their sense of guilt about involving themselves in leisure. "What did you do today?" "Nothing." -- is a response most of us feel guilty about saying. We are afraid to even say that. Or we "sneak" out to play golf. We have some kind of a guilt feeling about taking part in leisure.

Without apologies, we should promote recreation, play, and other leisure activities as natural aspects of enriching human experience for personal significance and fulfillment.

There is a study recently completed which was recorded in the recent issue of the "Journal of Leisure Research" (Vol. 7 #3, 1975) by A. William Bacon in England. I was very pleased to see that he concluded from his field study of an English community (Corby, Northampshire) work was not the central force in the life of the modern worker, but in fact it was his various roles in the field of leisure. This was very encouraging in terms of human development. Maybe we are turning the corner in the leisure/work ethic.

Leisure Viewpoints and Relationships

The next four charts depict: leisure viewpoints, (Chart 1); functional aspects of leisure, (Chart 2); a unified approach to leisure, (Chart 3); and leisure goals and planning guidelines, (Chart 4). Without further elaboration, perhaps they are sufficiently self explanatory.

CHART 1

LEISURE: VIEWPOINTS

(LEISURE-FREE TIME) + (LEISURE-ACTIVITY)

= LEISURE - FRAME OF MIND

FREEDOM OF CHOICE

DOING YOUR OWN THING ---------- NOT DOING YOUR OWN THING

CHART 2

FUNCTIONAL ASPECTS OF LEISURE

1. RELAXATION
2. ENTERTAINMENT
3. DEVELOPMENT

CHART 3

UNIFIED APPROACH TO LEISURE

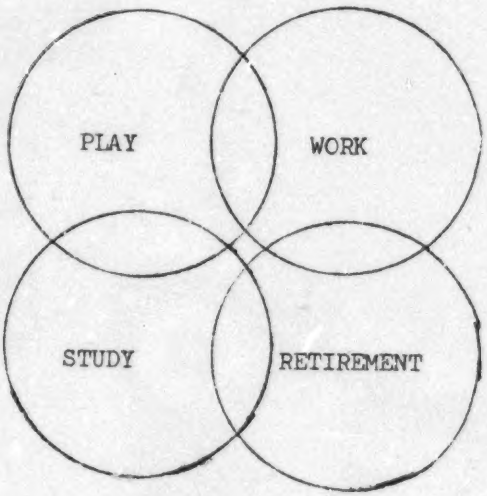


CHART 4

LEISURE GOALS AND PLANNING GUIDELINES

OBJECTIVE → SELF-REALIZATION IN SOCIETY

MOTIVATION → WITHIN THE INDIVIDUAL

INVENTORY

-- POTENTIALS

-- LIMITATIONS

A PLAN FOR LEISURE

LEISURE IS A RESOURCE FOR HUMAN DEVELOPMENT

Leisure, Human Needs and Human Development

We must begin to look upon leisure as a resource for human development. If you would think back to the chart on the number of years spent in different activities, we can see that "If time is money, that 27 years is a fantastic resource for us to work with and have at our disposal as leisure educators or recreation administrators or leaders to affect the lives of people.

Humanistic psychology or humanism today is not just a third force (in psychology), as it is often referred to, but is a whole new way of looking at man. Abraham Maslow reminds us that "We are in the middle of a change in the conception of man's capacities, potentialities, and goals. A new vision is emerging of the possibilities of man and his destiny . ." If we are approaching a whole new way of looking at man, then we have to have a whole new way of looking at his human needs and his motivation, and at the way leisure must function and operate in dealing with man. It seems to me that the students of leisure, which all of us are or hope to be, and the students we have in our classes must be students first and foremost of human behavior, needs and motivation. This is the base of our professional knowledge, and we should know it well, both in its theoretical and applied forms.

If anything, I would want to have [illegible] our field who understood human behavior -- what makes people tic [illegible]ivates people. If we know that, then we have the key in motiva[illegible] of people away from anti-social behavior into positive social behavior, in terms of using leisure for their own personal benefit. But without the understanding of human behavior, and the emerging "third force" in psychology today, then we are going to be left behind.

The first force in human behavior was the "Psychoanalytic Theory" which was the Freudian theory. Let us remember that Freud, in the development of his psychoanalytic theory, studied mentally ill people, and devised his theories from these studies. He viewed man as a grasping creature dominated by base instincts.

The next major force in human behavior and psychology was behaviorism as advocated by the followers of John Watson and B.F. Skinner and others. The behaviorists' studies basically pertained to reward and punishment type of reactions. They studied animals, particularly mice, in a laboratory. The behaviorists view man simply as an animal responding mechanistically to environmental stimuli.

Maslow and his advocates said that if we are going to become the best people we are capable of becoming, we better have a good idea what these best people look like, sound like, and act like. His whole theory was based upon the study of the best specimen of humanity that he could find both historically and on the current scene. Maslow's "third force" psychology is a new image of man in whom love is inborn and who finds self-realization in contributing to the good of society.

Maslow has conceptualized a "hierarchy of need" in which:

-- Needs at lower levels have greater power.

-- Lower level needs must be relatively well satisfied, before addressing oneself to satisfying higher level needs.

A working knowledge of these needs is basic to r functioning as a leader in the leisure field. These are briefly sketched below.

MASLOW'S HIERARCHY OF HUMAN NEEDS

I. PHYSIOLOGICAL -- These include hunger, thirst, sex, activity, rest, etc.

II. SAFETY -- Orderliness, justice. consistency, routine, physical, safety, predictability, limits, etc.

III. BELONGINGNESS AND LOVE -- The need to love and be loved, the need for friendship, inter-personal relationships, and a sense of identity with a group.

IV. ESTEEM -- A. SELF -- need for strength, achievement, adequacy, mastery, competence, and independence.

B. OTHERS -- Prestige, reputation, status, dominance, recognition, attention, and appreciation.

V. SELF-ACTUALIZATION -- The emergence of this need usually depends upon the prior satisfaction of the needs at the four lower levels. It is the need for self-fulfillment, the need "to become everything that one is capable of becoming" -- continued growth and achievement. This should be the goal of leisure.

Leisure is thus a state or condition of being free from the urgent demands of lower level needs.

If one is functioning at the fifth level of self-actualization, one can play at or challenge the lower level needs. Such play or challenge represents leisure activity. For example:

-- Physiological Needs of hunger, thirst, activity, and sex, when not faced with the urgency of unsatisfied need find expression in the activities of the gourmet, the connoisseur, the Don Juan, and the athlete.

-- Safety Needs such as orderliness, justice, physical safety, and predictability may be challenged by gambling, mountaineering, parachuting, sky diving, motor cycling, etc.

-- Esteem Needs may manifest themselves in sports, arts and letters, intellectual output, and voluntary service.

-- Love and Belonging Needs may motivate membership in clubs, associations, and various teams and interest groups.

The state or condition of leisure then refers to freedom from the demands of lower level needs. Activity in leisure is not primarily dictated by time -- time is not used but rather is occupied. Leisure then is possible during what is generally considered work time. An indication of leisure during work time is the unhurried nature of activity reflecting freedom from demands or compulsions. The lack of hustle, bustle and urgency in leisure activity is recognized in general usage of the term "leisurely."

Maslow emphasizes the idea of teaching personal responsibility, not subconscious drives, or forces of society beyond our control being responsible for our behavior. This approach to human problems, including the leisure problem, concentrates on "right now" and the "future." The past is prologue, and should not be used as an excuse for today's behavior.

We all know that, for example, in our early days of our country and the underdeveloped countries today, most of the time of human beings from dawn to dusk is spent on satisfying needs I and II, just taking care of the food and the shelter. Primitive man spent most of his time meeting these needs. Most industrialized countries today have I and II pretty well taken care of, so we are focusing more on belonging and love needs, self-esteem and getting the esteem of others. These are powerful motivators. If we can understand how strongly motivated III and IV are, and do just that alone, it would change the way we present many of our recreational and leisure activities, what we expect from people, and how they respond. Many physical activities still contribute to the physiological needs (level I), and are popular among recreational activities.

Finally, the goal of leisure, in my judgment, is personal SELF-FULFILLMENT and SELF-ACTUALIZATION. Through the field of leisure, we can help people meet these human needs, and hopefully help the American people become all that they are capable of becoming.

Leisure has that capacity, it has that potential. If we understand human behavior, if we know the needs of people, we have a tremendous resource at our hands, in leisure, that we can use to improve society and help people lead more meaningful, satisfying and significant lives. That is why in my judgment human needs are our fundamental mandate in professional preparation.

Human Needs and the New Permissiveness

There is now a virtual tidal wave of changing standards of behavior and life styles that should cause us to reflect upon the expressions of human needs, and their implications for leisure.

These include increasing incidences of drug use, alcohol use, crime, gambling, vandalism, sexual freedom, and pornographic reading material and movies. We also are bombarded by the media by messages that ponder to the public's taste for pleasure. Many social analysts are convinced that TV has moved ahead of home, church and school as the principal influence on behavior.

All of this, sociologists and psychologists point out, is solid evidence of big shifts in public acceptance of permissiveness. All of these are expressions of human beings meeting their human needs in their own ways during their leisure.

What can we and our students do to guide human behavior in more responsible and fulfilling ways? No matter how free we are we must still make choices for ourselves. As leisure leaders and counselers we can help people sort out their options in meeting their human needs.

To survive and thrive, recreation and leisure services will need a new breed of leader who has a feel for the FUTURE. That leadership can be learned. YOU ARE THE ONES HOWEVER WHO MUST TEACH IT.

We Must Make Things Happen

Like Thomas Edison, "let us have faith and move forward." Faith that this field of leisure and recreation services, whatever the form, whoever the leaders, whatever the circumstances will continue to move forward. Let us remember that THINGS JUST DON'T HAPPEN. THEY ARE MADE TO HAPPEN.

As you continue today to address the major concerns identified by your program planners, and as you return to your respective communities, colleges and universities, LET'S RESOLVE TO MAKE THINGS HAPPEN.

As we continue our deliberations, let us remember:

-- TO ASK THE RIGHT QUESTIONS

-- TO KNOW WHAT OUR OPTIONS ARE

-- TO IDENTIFY A PROBLEM WHEN IT EXISTS

And finally, -- TO REMEMBER THAT ABSOLUTELY NOTHING IS NON-NEGOTIABLE.

PRESENTATION OF TOPIC STATEMENTS

I. Higher Standards of Preparation

Dr. E. William Niepoth, Department of Recreation and Leisure Studies, California State University, Chico, Calif.
Ms. Carole Hanson, Recreation Education Program, University of Nebraska, Lincoln, Nebraska

II. A Dynamic, Progressive Approach to Instruction

Dr. Gerald Garthe, Department of Recreation and Park Administration, California State University, Sacramento
Mr. Robert Sack, Department of Leisure Studies, Kalamazoo Valley Community College, Kalamazoo, Michigan

III. A Stronger Professional Image

Mr. Don Fleming, Public Information Officer, City of Lakewood, Lakewood, California
Dr. Clifford Seymour, Department of Leisure and Recreation Services, Southern University, Baton Rouge, Louisiana

IV. Creating a Stronger Job Market

Dr. David R. Austin, Recreation Division, North Texas State University, Denton, Texas
Dr. Lester Rhoads, Recreation Education Department, Kingsborough Community College, Brooklyn, N.Y.

V. A Practical Approach to Articulation

Mr. Norman Olson, Recreation Department, Chabot College, Hayward, California
Mr. Larry Williams, Department of Leisure Studies, Catonsville Community College, Catonsville, Maryland

Afternoon Group Discussions

I. Higher Standards of Preparation

II. A Dynamic, Progressive Approach to Instruction

III. A Stronger Professional Image

IV. Creating a Stronger Job Market

V. A Practical Approach to Articulation

Summary and Recommendations by leaders of the five groups.

HIGHER STANDARDS OF PREPARATION

By Bill Niepoth

In striving for "higher standards of preparation," we must be concerned about doing a better job of preparing people for the field of recreation and parks. As we attempt today to come up with some recommendations, I would like to offer some basic assumptions relative to the preparation of recreation and park education:

-- We, as educators, are not doing as good a job as we might.

-- We must know people's needs, and we must formulate and implement our instructional programs in clear recognition of these needs.

-- Traditional curricular content and instructional methodology may not be appropriate today and in the future.

These general assumptions prompt in my mind some more specific questions and reactions.

1. What do we mean by "higher standards?" One dimension is the production of a better product. The basic responsibility of educators is to provide educational experiences through which students become educated . . . since learning is dependent upon student activity. Our efforts should result in changes in the individuals who populate our classrooms and enroll in our fieldwork courses.

What changes do we want? If we could create the ideal graduate, what would he or she be like? Or, are there several ideal types? "Should we offer a general curriculum, or should we provide special options and concentrations, or both?" And, we have developed accreditation criteria and procedures which are based on the assumption that the presence of certain courses, faculty, physical and educational resources and instructional procedures lead to the preparation of effective graduates. But, I do not believe that we have defined carefully enough what we mean by effective.

Competency - based programs is one promising approach to this issue. The basic premises here are that you can define the competencies required in the field specifically enough to make assessment possible, but not so specific as to be fragmented and mechanical; that you can provide a variety of educational opportunities through which the competencies can be developed - usually with some recognition of individual variation in learning styles and rates, and that you can effectively determine when the competency has been mastered at a satisfactory level of performance.

There are several significant difficulties in this approach, however. For one thing, it requires a fairly radical departure from traditional instructional methods. And we do not have adequate methods of assessment. But it has the great advantage of requiring a careful, systematic analyses of the skills, knowledges and attitudes which are necessary for effective performance in the field. If we could do it . . . or do it better than we are doing it . . . it could lead to "higher standards."

2. How do we anticipate the future? What will be higher standards of professional competence, or teaching, in 20 years? Perhaps the processes needed today are the same processes which permit adaptation to change. If so, we need to define these processes with some reasonable confidence, and we need to become pretty good journeymen futurists, so as to continually measure the processes against changes we anticipate.

3. Do "Higher Standards of Preparation" relate to anything more than the development of professionals for the field? What responsibilities do educators have for the life enrichment of students . . . our own majors or the general student? In addition to the public's needs, a high standard of preparation would give attention to the personal, life-enrichment needs of our majors . . needs which, when satisfied, might contribute to their professional competence, but which are more directly related to them as human beings.

4. Can we achieve higher standards without standardization? Probably, the answer is yes. But, we do need to be sensitive to the uniqueness of the programs and students on our various campuses. I believe that the processes of accrediting degree programs, and identifying competent professionals by registration contribute to higher standards. The continuing challenge to those administering these processes is to utilize criteria which do evaluate, but which do not force every curriculum and every individual into the same mold.

Can we develop effective procedures for admitting students to our programs who have the greatest potential for becoming effective professionals? In harsher terms, have we the ability to develop screening procedures and the will to enforce them consistently once developed? In some cases, we may not have the authority to do so. That is, some of our institutions must accept all applicants who meet general admission criteria.

But, if we do have the authority to screen, can we develop evidences of potential or lack of potential which are valid and which are fair to students? Some colleges and universities no doubt administer effective screening programs now. I do not think the number is great. The task of accurately and fairly predicting potential is a difficult one.

Related to screening is the matter of grading. In a sense, grading is a form of screening; one that occurs after admission. Grade averages have gone up in colleges and universities all across the nation. Administrators are continuing to raise the question: "Are we getting more academically capable

students, or are faculties becoming more lenient?" Evidence suggests it is the latter, for the most part.

A significant part of the teaching-learning process is the relationship which develops between a student and an instructor. Categorical evaluations, like C's and D's, have great potential for damaging relationships . . . because the instructor must be judgemental and because grades become, by inference, symbols of personal worth. But, given our present institutional situations, and numbers of students, I know of no acceptable alternative to grading which can be applied readily on a wide-spread basis at the undergraduate level. I think a competency-based approach is a possibility, but, implementation could be difficult, and it could be relatively expensive.

Whatever devices we use, and perhaps counseling is the most appropriate, it does seem that we need to discourage students who have little potential for success in the field. With all the difficulties, if we fail to do so, we do them a disservice, and we fail to make optimum use of our resources. Of course, this assumes that we wish to emphasize professional preparation rather than personal life-enrichment. If we wish to do both, then the task becomes more complex.

In general, recreation and park enrollments have increased during the last several years . . . even though overall college and university populations have declined somewhat. One factor has been student interest . . . and, perhaps, student perceptions about a favorable job market (invalid as they may be). As faculty, we frequently feel a need to justify our existences. This often means by size, and, we eagerly recruit new majors, including those who change from other fields. Additionally, we usually are understaffed . . . our classes tend to be big, we have a heavy fieldwork-supervision load, and we get pretty involved in out-of-class activities. In most colleges and universities, the way to get more staff is to prove the need with higher enrollments. Again, we go on the hunt for majors.

Some faculties are raising serious questions about growth, and a prime one is the question of employment opportunities for graduates. But I would like to raise another, perhaps more significant, the influence of growth on the ability of faculty to offer quality programs.

6. Can we resist the temptation to equate higher standards, of student performance in our preparation programs, with intellectual capacity alone? Most of us would agree that the "straight-A student will not necessarily be more effective in the field than his or her classmates whose GPA's are less impressive. Other factors certainly are operative. But, grades can be quantified, and summarized; they are traditionally accepted as measures of success in academic environments, and we often inbue them with qualities of objectiveness and validity. For all their problems, they are easy to use as evidences of any given student's potential.

However, if we convince ourselves that we will achieve higher standards if preparation by more rigorous grading practices alone - and if we rely only on traditional testing procedures which emphasize particular kinds of intellectual skills, we will be fooling ourselves, and perhaps discouraging some potentially good candidates for the field.

7. How can our teaching efforts contribute to higher standards? Instruction and standards of preparation clearly are related. Central issues in this area are those of teaching methods and strategies, and assumptions about learning. Also pertinent are questions about the influences on faculty effectiveness of promotion and tenure procedures, related personnel practices, professional growth experiences, administrative stances on quality and quantity, and campus support services. Two specific questions are the relative contributions to teaching performance of the doctorate, and of professional experience in the field.

8. What is the role of the professional organization in promoting higher standards of preparation? At least four responsibilities occur to me: (a) the development and administration of accreditation programs; (b) the development and administration of registration plans; (c) the provision of a variety of in-service training opportunities; and (d) the promotion of research directly related to higher education.

The National Recreation and Park Association, and some state affiliates, are at work in the areas of accreditation and registration. We need to continue our efforts and move these programs forward. The Society of Park and Recreation Educators, and counterparts of SPRE in some states, provide growth experiences of various kinds for faculties. We should expand these opportunities as resources permit.

In the area of research, the field's research efforts, generally, have been minimal - compared to more established disciplines and to the needs we have. In the area of higher education in recreation and parks, we have relatively nothing. If seems as if we might profit from more . . . and more precise and systematic . . . information about recreation and park majors ... then attitudes, aspirations, and other personality characteristics, and about some of our rather unique instructional situations --- field-work, most notably. The periodic status surveys, manpower analyses and related studies have been extremely useful. What has been less in evidence is research on teaching effectiveness, educational innovation, and evaluation. Perhaps, NRPA and SPRE have additional contributions to make in these areas. We do have rich human resources among our memberships . . . people who are researchers, who are innovators, who are effective teachers and evaluators.

No doubt there are other questions which could be raised about higher standards of preparation. Whatever questions we raise, however, the search for higher standards of preparation seems to be worth it. And, the public's general demands for more accountability in all of education might make it necessary.

IMPROVING PROFESSIONAL PREPARATION

By Carole J. Hanson

Improved professional preparation must come from a three-fold articulation: dialogue with the practicing profession; internal relationship of educational experiences; and an external inter-disciplinary approach

Dialogue with the Profession In relating to the practice of the profession, the educators with the practitioners must have common understanding and communication. Common questions must be answered together to best prepare persons to enter the profession.

In his article, "New Values, New Mission, New Role, New Preparation for Recreation Personnel", Dr. David E. Gray has asked questions that should relate to curriculum development and enhancement.

How will the professional in parks and recreation be employed? There are traditional responses of supervision of programs and management of facilities; related to community school programs; coordinator of maintenance activities; and surveillance and security of equipment and facilities. In contrast, the recreation personnel's role can be seen as a community figure, people who are central in the development of people, human interaction, improvement of the community, preservation of the virtue of urban life and concern for the social problems of our time."

What role will recreation and park agencies play in the future? In the past, services have been narrowly defined. In the future, the social ills of our country must be served. There must be contributions to education, quality of life, preservation and conservation of our environment, design of our cities and development of all persons. The parks and recreation profession should be attempting a much greater role in the solution of enlarged social problems.

Who will be the clientele for parks and recreation agencies in the future? Schools, homes, commercial recreation, and economic affluence have changed the complexion of the clientele served by public agencies. Those with the greatest amount of leisure and the least financial resources, the poor and the elderly, are becoming a larger proportion of those served.

What values will influence delivery of services? "The recreation movement was born with a social conscience," wrote Gray. Parks and recreation services cannot be divorced from the great social issues. The end will not be activity, it will be the means. The end "will be the development of human potential in all its richness and variation."

Relationship of Educational Experiences The nature of our field of service is so diverse and far reaching, that the nature of preparation for service in the field must be diverse and far reaching. Yet we must have realistic direction. We must be specific in our development of curriculum, and of curriculum content. We justify our educational mission by saying we prepare unique individuals, with knowledge, skills and attitudes that no one other discipline has quite put together.

Professional preparation in higher education for parks and recreation is too great to be accommodated as a part in any one academic discipline. The integration of the theories, philosophy, concepts and methods of parks and recreation education must be founded in the theories, concepts, and methodologies

of basic disciplines to create the discipline for preparation in parks, recreation and leisure service.

Multiple use of forest areas make it mandatory that foresters and recreators work together for the preservation of the forest, and protection of the person. Likewise, the parks and recreation profession must keep abreast of the processes of social interaction, but sociology cannot be expected to be fully cognizant of the development and processes of recreation.

Education can contribute greatly to recreation and vice versa, but each needs to function separately. According to Gray, "Both education and recreation are partners in the community and as such must be intimately related to all aspects of community life." Through education, we must be concerned about the art of using leisure time.

Therefore, the preparation in parks, recreation and leisure service must encompass a broad spectrum of disciplines. Related fields and contributing disciplines include sociology, anthropology, fine arts, music, communications, theater, agriculture, geology, business, geography, physical education, government, forestry, management, adult education, philosophy, and others.

No discipline is beyond the sphere of responsibility for leisure education and service, and almost all disciplines have been drawn in some way into the leisure milieu. Increasingly, leisure is becoming a legitimate concern of all disciplines that revolve around human ecology, and upon which some responsibility for human welfare rests.

Educating for the Future What then of our direction for the future? Of our preparation for the future? As a part of the field of social science, we must be prepared for the future of society. Preparation is continual. We must learn that we must continue to learn, but we must have an intelligent and well prepared base to build on. We cannot only know the past and the present but we must introduce the future into our learning.

As we move in educating persons for involvement in the parks and recreation profession, we must be future conscience. Preparation for the future and sensitivity to the future must be a part of the educative process in higher education. In educating for the future, there must be a blend of the "science" of charting the probable, with the "art" of imagining the possible and a concern for delineation of the preferable. The approach to futurism must be a concern with broadening, expanding, and future-orienting the time horizons of students.

According to Alvin Toffler, in his book, Learning for Tomorrow: The Role of the Future in Education, "The whole educational curriculum should make learners aware that not one, but many, futures are possible depending upon how they, as individuals choose among the alternatives open to them."

The study of the future is to help people create a better life for themselves. It is obvious that the desire of people is for a more interesting, satisfying and enjoyable life. Gray and Greben in "Future Perspectives" have indicated, "Recreation is not a specific event, a point in time, or a place in space. It is a dimension in life, a state of being."

"Recreation is an emotional condition within an individual human being

that flows from a feeling of well-being and self-satisfaction," continued Gray and Greben. "It is characterized by feelings of mastery, achievement, exhilaration, acceptance, success, personal worth, and pleasure. It reinforces a positive self-image. Recreation is a response to aesthetic experience, achievement of personal goals, or positive feedback from others. It is independent of activity, leisure or social acceptance."

As recreation leaders, we are in a unique position to improve the self concept of those we deal with. All persons have a basic need to feel self-esteem and self-respect. Recreation is an excellent vehicle for people to gain this self-respect and self-esteem.

Leaders need to be aware of basic needs, wants, and desires of people as they relate to feelings of self worth and self concept. Self concept in a large measure determines a person's behavior, goals and objectives. Parents, teachers, and peer groups have a tremendous impact upon a person's self concept.

Concepts of the parks and recreation movement are ideas whose time has come. The major thrust of contemporary life in this country is the concern for people. Social scientists have taught a great deal about the human condition. Now must come the understanding of the human potential. Failure of the movement to meet change will lead to grave crisis. Let us not forget the inspiring words of Gray and Greben, "Managing change requires a preferred vision of the future. We need images of potential tomorrows, conceptions of possible tomorrows and identification of our probable tomorrows."

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DEFINING THE PROFESSION

The definition in the SPRE Position Statement, "Education for Leisure", a 1972 paper on the role of higher education for leisure service professions said:

"A profession is a vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science and upon the abilities accompanying such understanding. This understanding and these abilities are applied to the vital practical affairs of man. The practices of the profession are modified by accumulated wisdom and experience of mankind, which serve to correct the errors of specialism. The profession, serving the vital needs of man, considers its first ethical imperative to be altruistic service to the client."

The service function of the practice of the parks and recreation profession is dissemination of services by way of public parks and recreation management, voluntary agencies, services for special groups including the ill, handicapped, aged and disadvantaged, recreation resource planning and conservation, and travel and tourism. The parks and recreation profession deals with people.

APRS describes the occupational field in this way:

"It includes, but is not limited to, service to the total citizenry for its enjoyment, health and general well-being through the continuous provision and up-grading of areas, facilities, leadership and programs that will enhance the leisure pursuits of all mankind. It includes areas and programs administered for recreation purposes by all levels of government: private, semi-private; and religious organizations, youth serving agencies; commercial establishments; as well as the leisure pursuits of families and individuals.

"It also includes the acquisition, conservation, preservation, and restoration of physical and natural resources It includes the education of lay and professional individuals for the wise use of leisure by the collection and the dissemination of information to keep pace with the cultural and leisure needs of a changing society."

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PROGRESSIVE APPROACH TO INSTRUCTION

By Dr. Gerald Garthe

There are two points I would like to make about the direction of this afternoon's session on instructional technology (the way things are organized to achieve predicted results). The first deals with our perception of education, and the second with the much abused idea of "relevance."

1. Education It seems to me that we must all come to realize that education is not something one receives from others, but rather something which one gives to oneself, with more or less help from outside. Stated a bit differently, we as educators are not in any real sense the "givers" of knowledge . . . a perception which often prompts school people to take themselves altogether too seriously, but rather we become the facilitators for something to happen to someone. I think of the educational process as all that complex environment in which the individual does what he or she can and will to take advantage of his or her potentialities. Through improving our abilities to design these environments, we can greatly increase our abilities to facilitate learning. Hence, a portion of our workshop this afternoon - the content of it, if you will - will focus upon improving our abilities to design learning environments, which leads to my second point.

2. Relevance In the final analysis, a curriculum, a course or a class is reducible to a group of people interacting . . . learners with learners, the learned with the learned, the former with the latter, the latter with the former. How we interact is every bit as important as what we're interacting about. In my view, the issue of "relevance" is every bit as much a function of our methods of teaching as of content. Many of us, learners and learned alike, haven't discovered that yet. What teachers "do" greatly influences what learners "do". Pogo . . that most esteemed philosopher and teacher of the animal community . . was heard to utter after viewing one of the animal teachers at work, "We have met the enemy, and he is us," So, at the risk of being put on the spot this afternoon, I'm not going to talk about designing learning environments, but I hope to assist you in learning about how to design learning environments.

Developing Instructional Media and Technology According to Gus Root of Syracuse University, "Instructional media is a broad term and may include the words and actions of a live teacher, words printed on a page, pictures of all kinds, audio tapes and objects to be manipulated. The administrative sub-system within which media are used may be equally varied, from instructor-controlled to learner-controlled activities, from clearly-defined to highly-ambiguous operating procedures, and from rich-and-immediate to complete-lack-of-feedback. What is done with media in the total instructional episode becomes of critical concern."

Design of Simulation Games Students have gotten enthusiastically involved in the games we have played in the classroom. In fact, they get very sophisticated about entering a new situation, exploring the demands of the situations and the resources and risks, and finding the strategy that will optimize their performance under those conditions.

Professor Root proposed four basic phases of instruction, and suggested ways in which each phase can be designed to incorporate features of simulation-games, case studies, and problem-solving.

A Framework for Analysis Any instructional experience can be described in terms of four phases:

1. Introducing the experience, or setting the stage for learning.

2. Establishing the rules of play, or providing a set of procedures.

3. Controlling the activities, or carrying out the game so that things happen as intended (which includes evaluation and adjustment), and

4. Communicating the results, or making sure that everyone has all the information about the activity that he needs to make future decisions (students, faculty, administration and outside professionals.)

Setting the Stage The introduction to a learning experience could be simple and direct: "This week, we will be going over Chapter 8, in the text. We will do the illustrative problems in class. Turn in the problems at the end of the chapter on Friday before class."

"On the other hand," wrote Root, "a more complete introduction might include a presentation of the importance of the problem, a demonstration of competency in the topic to be learned, and a display of the rewards available to the learner through acquiring this competency. With a little preparation and care, an introduction to a lesson might sound something like this:

"The design of a bridge can be a fascinating study. New materials and possible shapes open up many new possibilities. At the same time, more difficult and challenging applications are being attempted. Watch this film of the Tacoma Narrows bridge at the time it collapsed. What questions does it raise? What will you want to know about this situation?"

"After showing the film-loop, give students a moment to react to it and list the questions they raise so everyone can see them. Then, the instructor could provide answers to the questions raised, and point out certain issues that were not raised."

"With this realistic introduction, the instructor presents an example of good professional conduct in this kind of design, including the steps to be taken, the ways in which each step can be evaluated by the professional, himself, and the kinds of rewards that come along with high level professional work."

The Rules of Play In most simple, problem-solving situations, students have learned that the "rules of play" are: Study the material assigned, talk with others if you want to and can, solve the assigned problems alone, turn in your work at the appointed time, wait for feedback."

According to Root, "case studies have a different set of ground rules, and usually, encourage vigorous interactions with small groups of other students and free access to a vast amount of reading materials. Case solutions are often submitted at a fixed time, and feedback is usually provided in group settings where alternative solutions are compared and defended."

"In simulation-games, the required, permitted and forbidden activities are sufficiently complex that most instructors write them out rather carefully and provide for a review of the playing rules before starting the activities. In a sense, simulations ask the participants to 'play a role' except that the dimensions of that role are provided by the structure of the simulation, rather than depending upon the players' personal understanding and skill as in a case study or a role-play situation. The game structure and playing rules define for each player his options for action, the resources and limits of his environment, the gains and losses he can obtain from various types of interaction with other players and the environment. To optimize his performance or the performance of his group, a player must understand the structure of the relationships among the several players and events; that is, he must learn the way in which his own behavior will be rewarded or punished by other players or agencies, and the kinds of power that can be exerted as the various players work out their roles."

Therefore, the rules of the simulation-game need to be explicit, with particular attention paid to the structure of the interactions maong the players and their environment. Any learning experience can be enhanced by the preparation of a set of simple ground rules for each participant, that lead the student into relatively complex interactions with other students and their environment. These ground rules spell out activities, time schedules, interactions and the rewards-punishments available as a function of performance.

Instructors can learn to design simulation-games for their own teaching, that will have implications for a wide variety of teaching-learning experiences. An effective simulation-game will include a rich and motivating introduction, a set of ground rules for each player that provide for complex interactions within the game, a period of play in which participants practice with frequent feedback, and a final post-game analysis and discussion of the wider implications of the game.

Although there may appear to be superficial differences between simulation-games and other types of learning experiences (e.g., problem solving sessions or case studies), these differences appear to be more a function of the degree to which these four functions of instruction are fully implemented, than a characteristic of the particular teaching method. Because of the emphasis which simulation-games place on these four functions, the design and use of simulations can be an effective way to analyze and improve general teaching and learning environments.

A TWO WAY EDUCATION: LINKING CLASSROOM INSTRUCTION TO *WORK EXPERIENCE*

By Robert Sack

Linking classroom instruction to "real life jobs off campus has been a significant trend in recreation and leisure education. Indeed, the concept provides the student with a head start on his or her career. "You learn by doing" is the philosophy we have implemented in the Leisure Studies program at Kalamazoo Valley Community College.

As a first semester freshman in Recreation and Leisure Studies, the student spends a major part of his time in a classroom setting with minimal on-the-job training. During this semester, the student is exposed to a basic foundation course and a skills and practices course in Recreation Studies, along with other required basic education courses such as Social Science, English, etc.

The primary objectives of the first semester course work is to give the student:

1. Basic recreation leadership skills for working with most segments of society.

2. A basic understanding of the recreation and leisure profession and its many facets.

3. A basic understanding of Leisure Services so the student is able to differentiate and compare leisure as it relates to human values and needs.

After successful completion of the first semester, a student is counseled into one of three options that exist in the curriculum. The options are outdoor recreation, community and agency recreation and adapted type (therapeutic) recreation. In the second semester, linking of classroom work to real life work becomes a reality for the student.

The following is a description of how one of the courses with "real life" experience is administered:

Course Title: Recreation for Special People (3 credit hours)

Course Description: The course deals with recreation programming for such handicaps as emotionally disturbed, deaf, orthopedic, visually impaired, youth and adult offenders, alcoholic, aging, and retarded. Each student will have an opportunity to participate in a practical experience during the course.

Objectives of Course: The performance objective for the course are competency based. For example, the student will be expected to differentiate and contrast in writing the different disability areas.

Methodology: Prior to each semester, approximately eighteen agencies both privately and publically supported are contacted to reactivate the student placement work experience program. The supervisor's evaluation sheets regarding students are discussed and evaluated. The objectives of both the course and

the agency are reviewed to reassure that the direction is the same for both parties.

After these details are completed, a meeting is scheduled between each agency coordinator and the appropriate college class session. Prior to his addressing the class, each agency coordinator is expected to prepare information which is significant and essential in understanding his particular operation and service. Some of the information a coordinator shares with class members are objectives and philosophy of the service he represents, skills necessary to work in the area, behavioral and physical characteristic of clientele, responsibilities of student workers, and the type of performance expected of all student workers.

During the first five weeks, the student is introduced to the services available in the community and region. Some of the agencies a student will select from are the County Jail, Blind Rehabilitation Center, two Care Centers for severely handicapped, V.A. Hospital, State Rehabilitation training center, Juvenile Home and School, Public School adapted programs, et

Each student realizes that he or she must decide at the end of these five weeks where they want to work. After the various agencies have been discussed and in some cases visited a student is expected to select one in which she or he will work for the next ten weeks. The student is expected to participate a minimum of 35 hours at the site selected. During the work experience the student will continue to read assigned materials and is given weekly written quizzes available in the college's learning laboratory.

When the ten week period comes to a close, the student will return to class for two sessions. At this time a daily log is collected from each student describing his learning experiences each day. Furthermore, the student will describe in writing and verbally to other members of his class what growth took place for him, what physical and behavioral characteristics were observed, and what adaptions he had to make in working in that program.

The other courses of this curriculum with real life experience which are operated similar, but differently in many ways are:

Community Recreation
Camping and Outdoor Recreation
Facility Development in Recreation
Camp Counseling
Winter Activities
Administration of Recreation
Independent Study Projects

By combining classroom instruction with work on the outside, students discover new relevance in their education.

Not all students are attracted to this style of education, but those who are,usually find it rewarding.

BUILDING A STRONGER PROFESSIONAL IMAGE

By Donald C. Fleming

I would like to share with you today some ideas, which I also call challenges, on recreation. For three years I worked for the Long Beach Recreation Department as Supervisor of Recreation Information and Publications. I am still actively involved in Recreation with the City of Lakewood.

John Locke, the noted English Philosopher once said, "He that will make good use of any part of his life must allow a large part of it to recreation." This quote seems most appropriate in light of the fact we are entering the growth of leisure time. Don Weiskopf in his recent text, "A Guide to Recreation and Leisure", cites the most common definition and interpretation of leisure in that, "it represents the free time that people have after they take care of their necessities and after their work has been performed."

Building a strong professional image in our contemporary society has been a subject I have been discussing for the past seven years. I am frequently asked such questions as: Should the recreation and park field be licensed? Why don't we rank with doctors and lawyers? Why was my budget reduced again this year? How can I improve my image? And my department's image? What should our image be in the minds of the American people?

In reviewing the literature of the field, I was not surprised to see very little written about building a professional image. Instead, I saw many articles pertaining to . . "Registration . . A Necessity", "Certification . . A Mistake", "Recreation . . A Profession in Transition", "The Identity Crisis in the Park and Recreation Field".

Recreation professionals are afraid to face reality. We live in a world where knowledge increases so rapidly that over one thousand volumes are published each month. Recreation professionals are afraid to confront their City Manager or City Administrator in a world where confrontation is an every day word.

I have visited large cities where bureaucracies exist. Inherent in the large city is a department head who administers the Recreation program. After a couple of years of staff development, administration becomes the number one goal, and an administrator's failure to listen to the face-to-face leader in the field can produce a stagnant program. We witness this case all too often.

Over and over, I have seen a Recreation Department head recognize a problem in the community and fail to bring it to the attention of the City Manager. The objective in recreation it seems is "be low-keyed, let's take care of our own problems and everything will be all right".

I believe that recreation professionals do not live up to their public image. Why? . . because they don't know what their image is.. They have never been educated to the world of public relations in its pure form. Our literature is not serving as a ready reference for the professional.

Let's talk about imagery . . Webster defines the word image as, "the art of making images . . the products of imagination". It means creating a symbol for your department if you do not already have one. It means informing the media about the positive programs recreation has to offer. If you stop and think about it, recreation is the only city department that can offer a total positive image.

I would encourage the professors in recreation to strongly consider adding a course in public relations to their curriculum. By this, I mean a recreation public relations program and not the traditional business administration P.R. program. Why not also include a chapter in the recreation textbooks on public relations?

Over and over I have heard statements concerning licensing of recreation personnel. It seems to me the time has come for recreation professionals to make a decision on whether they want to take this step. Mandatory licensing of park and recreation professionals should be a top priority for N.R.P.A. and state park recreation societies. Why not have N.R.P.A. and local journals (C.P.R.S., etc.) run surveys in a coordinated effort for a change. After input has been received, why not have S.P.R.E. devise the testing methods, etc.

We live in an age of confrontation. Each day we are confronted with people and paper problems. Of course, the most difficult are people problems. Have you ever considered conducting an organizational development session for your recreation personnel? The "team building" concept will improve staff morale and consequently your image to the public. For the department head and recreation administrative personnel, your rapport with the City Manager will also be greatly enhanced. Because of the organizational development education process you will be better able to cope with the elements of city 'detente'.

Samuel Prine, an American editor, said, "Recreation is not the highest kind of enjoyment, but in its time and place is quite as proper as prayer." Hopefully we have touched upon those elements of recreation which will serve as tools in our quest for a better image, and now we are at the time and place to discuss and decide upon the future of the image of our profession.

> Most Americans are not yet fully aware that recreation is a distinct area of professional service.

> The development of a favorable public image - an image of leadership, professional competency and responsibility.

> "What remains is for the field itself to clarify its role, so that a single clear image emerges."
>
> .. Richard Kraus

SOME PROFESSIONAL IMAGE FACTORS TO CONSIDER

By Clifford T. Seymour

The public still does not understand or support the fact that recreation, as a special area, is a professional service. Too few citizens are fully aware of the complex important task played by professionals in the field. When we speak of professionalism in recreation and parks, we are concerned about the skills and attitudes, that people possess about this field - that it is not of an amateur state or quality. Wherever we go, we need to have a superior image, not that of an amateur.

If we are to achieve our goals, progress must be made on two fronts:

1. We must look at new or more creative use of recreation and park personnel.

2. The field must be upgraded in terms of recognition, public influence and status.

How can we improve our status? First, we must start initiating registration programs. There are 12 states which have been approved by NRPA with some type of registration program. If we are a profession, then we need to start some type of procedure.

We can then say to the public, "These people are registered." If we don't, I think we are going to be in trouble. Professions such as medicine, law, and social work are usually determined by the completion of an approved college or university program of study and examinations offered by state wide level that is assisted by a professional society such as a bar association.

This also means the certification of colleges, and we are moving quite rapidly toward that. The certification committee met during the Congress and hope to present later in the year some materials which can be used to certify your own colleges. We must also get involved in local, state, regional, and federal civil service personnel to update the role of recreation, the function and responsibility of recreation personnel.

We must see to it that students graduating with the BS or MS degrees in recreation must be given jobs, and not in other disciplines. This is a must if we are to be a profession. I have been told by some administrators that students in sociology and social work make better professional recreation personnel. If this be true, then we are not doing a very good job. Incidentally, one of my big gripes is that across the country, you have been elevating black personnel that have not been professionally trained, and then you wonder why in black neighborhoods, you are not creating the true professional program to the black neighborhoods. You need to stop playing politics with black people. There are still too many politicians looking for pay-offs in our profession, particularly on the top administrative level. This is evidence of what politicians and the public think about recreation professionals.

Unfortunately, large numbers of ethnic minorities and the poor who are academically qualified high school graduates are not going to public colleges. According to recent studies, the primary reason is information. High school counselors and many colleges and universities are not providing information on the options available for the high school graduate. There probably still is a problem of financial aid, but the main problem is informational, or they are choosing not to go to college.

Thus, we must educate the public and make them more knowledgable and more aware of recreation and park services and the human service delivery system. We must improve our image with governmental and civic leaders, as well as the general public.

We must take a close look at the use of para-professionals. I am quite concerned about this. By using people that are not effectively trained, we are definitely hurting our image. The anti-poverty programs are an example of the use of personnel who lacked adequate professional training.

We must develop a career ladder within the profession and within each level, then we must take steps to make sure that our professionals can move from one step of the ladder to the next. This system must be geared for some type of seniority or some type of efficiency, and not to politics. In talking to our state civil service director, he is just beginning to believe this. You college professors need to talk to your state civil service director. You must contact them and let them know what its all about. They don't know. That tells me that we haven't been talking to them.

To increase our professional image, we must influence the public. The park and recreation personnel must get involved in all community affairs. We must assume the role of the community planner, a community organizer, a community catalyst. We can no longer stay in the center or in the central office, or remain in the classroom and not get involved with the human service delivery system. We must be concerned about man and his environment, his nutritional problems, housing problems, aging and schools, even his financial problems.

Are you a part of the university or are you apart from the university? How many university committees are you a member of? Have you ever been asked to chair a university committee? This tells me what the professional people on the college campus have to say about you. Have any of you become board members of community organizations? We must be able to communicate with business executives, religious and civic leaders, school personnel, and even the guy on the street. We must become the spokesman for the aging man, the poor, and the handicapped. Thus, we must become a part of the professional community development team. We must accomplish some of these conditions. When we do this, we will become influential, and our image then becomes stronger.

As a professional recreator, we must volunteer our professional expertise in solving community problems, in trying to build man and society. We need to influence man and his environment and direct his leisure. If recreation is to become more highly regarded in influencing community life, its leader must assume a new and expanding function. Thus, the recreation profession's status will increase as we become personally involved in community affairs. It will continue to grow as the community realizes that professional park and recreation personnel is just as important to their leisure as a social worker is to welfare, the teacher is to education, the doctor is to medicine, and a lawyer to the legal world.

Our status will increase when we create a career ladder. Our public demands a pro and not an amateur. This new image will find park and recreation personnel involved in various community catalyst committees, family and employment problems. Recreation personnel may become the director of human service centers for all the much needed human services may be found. And I think this will be one of the new major changes in parks and recreation. Recreation people will be in charge of the services where all the human services will be found, and the personnel who will be running the center needs to understand that and be able to work it.

We must also be able to work in aging homes, housing units, prisons, churches, and develop better leisure services for the non-municipal user.

In closing, these are a few thoughts:

1. We must increase the quality of the park and recreation profession.

2. We must become an entirely qualified professional, and not merely political personnel.

3. We must push for national recognition.

4. We must get involved with community problems.

5. And we need to increase our field work experiences so they will include experiences in these other areas, not just recreation, so when our graduates get out there, they are not confronted with something they do not know or understand. Medicine does this. Nursing schools are doing it.

Are we getting your youngsters involved at an early age in a role of living and working in the community? No, we are providing them only the experiences of learning how to work. Man must live in the community, not work in it.

CREATING A STRONGER JOB MARKET

By David R. Austin

Creating a stronger job market is a topic all of us are concerned with. In examining current manpower studies, I found that in the state of Texas, no manpower study has ever been done, at least in our library at North Texas State University, relative to the field of parks and recreation. I suspect this is true of many states.

The Professional Services Section of NRPA has stated that there will be a National Park and Recreation personnel survey of municipal, ounty, special district, and state park agencies this coming year. NRPA will do this manpower survey and will publish it in EMPLOY an NRPA newsletter publication which comes out nine times a year.

Geared primarily to the park and recreation student, the EMPLOY Service Package provides employment resource information along with tips on preparing for the job search process, and consists of the following three elements:

* EMPLOY (9 issues), a four to eight page bulletin focusing on one special interest area of the park and recreation field each month.

* Park and Recreation Opportunities, a national job bulletin, listing park and recreation position vacancies.

* Preparing for the Job Search Process.

The EMPLOY publication, along with the other elements of the service package, is specifically designed to assist your students in preparing for and locating opportunities themselves.

Subscription to the EMPLOY Service Package, Volume II is available for $100.00 per year . . . all subscriptions extend from September 1975 through August 1976. This information may be posted or reproduced and distributed to all students and faculty in the park and recreation curricula.

To subscribe, write to : Christine C. Badger, Office of Education and Professional Services, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209.

EMPLOYMENT RESOURCE INFORMATION FOR PARK AND RECREATION STUDENTS

Commercial, Private and Industrial Recreation

Positions may be available at attractions, amusement parks, resorts, country clubs, sports centers, private clubs, camps or with industrial recreation programs. Most of the above enterprises have to be contacted on a local basis for job leads. The American Camping Association (Bradford Woods,

Martinsville, Indiana 46151) can supply addresses and information on camping enterprises at a small cost and the National Industrial Recreation Association (20 North Wacker Drive, Chicago, Illinois 60600) can supply information on industrial recreation opportunities. Other addresses for state opportunities may be obtained from the various state offices on tourism and travel. These are listed in the May, 1975, issue of EMPLOY.

Cooperative Extension Service

The Extension Service is the educational agency of the US Department of Agriculture. The Cooperative Extension Service is associated with the land-grant university in each state. Positions which are available to recreation majors vary from state to state but job titles include: Assistant County Agent, Youth Agent, Community Development Agent and Program Assistant. The Program Assistant position requires an AA degree, while most other positions call for a bachelors degree. To apply, contact your county extension office, Director of the State Extension Service or the land-grant university in your state.

Outdoor Recreation

Federal Level. Federal Civil Service positions include: Park Technicians and Technicians who work with professional personnel, Technicians positions usually require AA degree in recreation, forestry, park management, etc. (Grades GS-4 and GS-5).

Outdoor Recreation Planners, Park Managers or Park Rangers usually require a BS or MS (grades GS-5, GS-7, GS-9).

Foresters, Landscape Architects positions usually require a BS in a specific area (grades GS-5, GS-7, GS-9).

Apply to the regional office of: US Forest Service, Soil Conservation Service, Department of Defense, US Army Engineers Division, Bureau of Land Management, National Park Service, US Fish and Wildlife Service, and Bureau of Outdoor Recreation. See EMPLOY September, 1974, for regional addresses.

There is also a Federal Job Information Center in your area. Call your center for specific job opportunities, job announcements, applications, pamphlets and information on how to apply for federal jobs. The Dallas Area Office is at 1100 Commerce Street (75202), 1-(800) 492-4400 or in Dallas call 749-3156.

State Level. State level positions include: State Park Administrator positions which usually call for a BS or MS; District or Regional Administrator positions usually require a BS or MS; Park Administrator positions at specific sites usually require the BS; Foresters, usually ask for BS degree; Park Maintenance Supervisor positions require the AA or BS degree; Horticulturest, Interpretive Worker, Recreation Resource Specialist and Park Planner positions usually require a BS degree. Conservation Officer positions usually ask for AA or BS; Security Officer positions requirements range from high school to AA to BS; Park Aide positions usually require AA degrees.

Write the state department of natural resources, conservation or state parks in your state. EMPLOY March, 1975, supplies a listing of state outdoor recreation agencies.

Military Recreation

For military recreation programs, including dependent youth programs, contact the Vivilian Personnel Officer or Special Services Officer at your local military base. EMPLOY (Sept., 1974) lists the following national addresses:

US: Personal Environment Directorate
Adjudant General Center
Washington, D.C.

Overseas: Department of Defense
Overseas Employment Program
Washington, D.C.

Therapeutic Recreation

American National Red Cross. (in military hospitals) Positions with the Red Cross include Hospital Recreation Worker (requires BS degree) and Hospital Supervisor (requires BS or MS). Apply with Director of Personnel, American National Red Cross, in the geographic area of the applicant's home. See EMPLOY April, 1975, page 7, for addresses.

Corrections

Therapeutic recreation psoitions in corrections may be located by contacting local corrections facilities or by writing:

Federal: US Bureau of Prisons
Department of Justice
HOLC Bldg. 101 Indiana Ave.
North West
Washington, D.C.

State: State Department of Corrections

Nursing Homes

Nursing homes in all states now employ activity directors. Requirements vary from state to state and home to home. Contact local nursing homes for position information or state level governmental agencies.

Mental Health -- Mental Retardation

State psychiatric hospitals, state schools and community mental health centers employ therapeutic recreation specialists. Write your state department of mental health -- mental retardation or contact local facilities.

Veterans Administration Hospitals

VA hospitals have Recreation Therapy Departments with positions for Recreation Assistants and Therapeutic Recreation Specialists. Contact the VA hospital nearest you or write:

Chief, Recreation Therapy
Rehabilitation Medicine Service
V.A. Central Office
810 Vermont Ave., NE
Washington, D.C. 20420

Private hospitals, local public hospitals, institutions for the blind or deaf and community park and recreation departments, among others, employ therapeutic recreators. See the November, 1974, EMPLOY for a listing of National Therapeutic Recreation Society liaison persons for each state.

Volunteer Positions within ACTION

ACTION positions include those with VISTA (in all 50 states) and the PEACE CORPS (overseas). ACTION officials say that applicants should have the BS degree, or an AA degree and extensive work related experience. Secondary skills such as speaking a foreign language are often helpful. The PEACE CORPS assignments are for two years. Persons are needed in recreation, physical education and park management to develop programs of physical activities and sports, rehabilitation services, and youth development recreation programs.

VISTA is a one year program in the US. Recreation positions are available but officials claim they are competitive. Beginning in January 15 volunteers will be needed in Texas to work in a special recreation program to be run out of local YMCA's.

Applications and further information are available at 20 ACTION offices throughout the country. There is also a toll free ACTION telephone number, 800 424-8580.

HELPING OUR STUDENTS FIND JOBS

By Lester Rhoads

Too many of our recreation departments have relegated to the student the entire task of job-hunting. We leave it up to the college placement bureau to find employment for our students. Instead, we should realize that it is also our responsibility to provide graduates with thoughtful and organized support in their efforts to find jobs.

No longer should it be considered a denigration of academic integrity for us to enter the market place with the student. We cannot confine ourselves to the academic area. After all, we preach that recreation is "people business". If so, then we have to re-assess our role in the academic firmament. For, if recreation is "people business", then our departments are only relevant to the degree of their involvement with their people -- students.

There are those who fear a tarnishing of our academic halo if we engage in job procurement. On the contrary, it would strengthen our image as educators who by sharing the job process with students are also enhancing the profession's contributions to modern society. After all, who understands as well as we do the qualifications of our students and the leisure needs of the varied populations in the communities we serve.

With this service concept as a foundation, I would like to present a series of recommendations and projects that may contribute to job recruitment for student majors, both undergraduate and graduate, in the field of recreation and leisure programing.

I. IDENTITY Establishment of the curriculum's existence with individuals and agencies engaged in public and private leisure services.

a. Practitioners - as guest lecturers for courses, seminars, major's clubs.

b. Off-campus relationships - staff availability for participation in workshops, training sessions, professional organizational conferences. Wherever appropriate, include students in these activities.

c. Professional Societies - staff should be members and encourage students to join.

d. Organization of on-campus-meetings (conferences) on issues or topics concerned with community welfare or needs.

II. RESOURCE SERVICES FOR COMMUNITIES, AGENCIES Provision of advisory and consultant services for local, public and private agencies and communities.

a. Development of course materials to meet needs of community As an example, with the city confronted by a scarcity of personnel for its summer pools, a college prepared a Water Plant Management course for operation of swimming pool filter systems. Students were among those who took the course and eventually received positions.

III. PRACTITIONERS AS ADJUNCT FACULTY

a. Practitioners can make a significant contribution to the curriculum.

b. In addition, practitioners can become familiar with students and their qualifications.

IV. ADVISORY COUNCIL This group of lay people, practitioners, faculty, students and alumni can be sensitive to career opportunities as well as to curriculum.

V. PREPARATION FOR NEW PROGRAMS WITH POTENTIAL IMPACT FOR CAREER OPPORTUNITIES The curriculum should be alert to career opportunities inherent in location of new leisure service programs or projects in the area served by the institution. For example, the Gateway National Recreation Area was established in the region adjacent to a community college with a recreation major program.

VI. CURRICULUM The curriculum can reflect opportunities in the job market. As an example, a Spanish language course can be designed for majors in regions where the college serves Hispanic communities.

VII ALUMNI Graduates can be very effective sources for placements. Communications with alumni - alumni groups, advisory council, reunions, publications, adjunct faculty.

VIII. STUDENTS
A. Resumes
B. Preparation of directories of recreation agencies, i.e. local, district, county, state.
C. Agencies - part-time employment needs.
D. Summer camp interview days.
E. Field Work - part-time, summer or full-time opportunities.
F. Bulletin board.

IX. PUBLIC AFFAIRS Involvement in civic matters often relates directly to vocational welfare of students and the profession.

A. Appointment of lay person or professional to top agency position?

B. Interpretation or emphasis of prominent issues confronting public that are of critical importance to the field.

SAMPLE LETTER TO A PROSPECTIVE EMPLOYER:

Dear Sir:

The recreation curriculum at Kingsborough Community College prepares students for careers in community and therapeutic recreation. They receive a two-year associate's degree in recreation leadership with many going on, either part-time or full-time, for a bachelor's degree.

Our undergraduates and graduates are available for part-time, summer, and full-time employment. They possess leadership skills in such areas as music, handicrafts, dance, drama, nature, social services, special events, trips, and sports.

Please do not hesitate to contact me for any further information in regard to this matter. Thank you for your consideration of the Kingsborough recreation majors.

Sincerely,

Enclosure: Recreation Curriculum borchure

Dr. Lester Rhoads, Director
Recreation Curriculum

PRACTICAL APPROACH TO ARTICULATION

THE CAL-SPRE ARTICULATION REPORT (Norm Olson) In 1972, the California Society of Park and Recreation Educators took a major step toward improved articulation by "agreeing to accept, with intent to support, the report from the Articulation Committee." The member colleges and universities, from both two-year and four-year institutions, further pledged to implement the provisions of the report at their respective schools.

Acceptance of the report by the recreation educators of the community colleges and four-year institutions of California has provided a new dimension in the professional preparation in recreation and parks. The Articulation Committee of CAL-SPRE recognized a need to clarify the objectives of professional preparation in recreation and leisure services, and to improve curricular content, organization, and staffing. In addition, the report stated that "it should be the aim of the committee to assist community college students in making a smoother transfer to the four-year school."

I sincerely believe the document has served a significant need here in California, and I am convinced that a similar one geared to the national needs can be very useful to two-year and four-year levels of preparation in other states. It would be wrong for me to state that the report has solved all of our articulation problems. Neither can I say that all four-year colleges and universities in California have implemented all the provisions.

Still, the initial report represented conditions as they existed in 1972, and as in the case of other documents which age, it became evident that as the scope of the recreation profession expanded with increasing leisure services and facilities, a much broader perspective should be considered. In addition to identifying knowledges, skills, attitudes, and competency levels, the various stages in the educational process when the student should experience specific knowledge and skill areas should also be identified.

During the past decade, there has been a dramatic and sudden growth in professional preparation in recreation and parks and other areas of leisure service. Indeed, one of the most significant trends has been the emergence of community colleges offering associate degrees in recreation. This development reflects two factors:

1. The rapid expansion of recreation, park, and leisure curriculum in two-year colleges on the American educational scene.

2. The need to prepare individuals in two primary areas:

   A. The training of paraprofessional, technical, and professional personnel to meet the leisure needs of the local communities.

   B. To provide leisure skills for personal growth

The professions of recreation and parks have been integrated organizationally for over a decade. The focus of recreation services within the urban environment has broadened both geographically and socially to encompass a wide range of social service areas and physical environments for leisure. New specialized occupational areas have been created to meet these

social needs, and traditional occupational areas have been enlarged to include leisure facilities as well as services.

Today's challenges are much broader than the traditional social forces which have influenced the recreation movement. Greater recognition has developed among recreators concerning the importance of parks and park-like environments within which both self-directed and organized leisure experiences can occur. Park and recreation resource managers have become increasingly aware of the importance of "humanizing" the physical leisure environment.

No longer should recreation educators consider merely the narrower definition of leisure services as adequate in meeting the challenge of an integrated, systematized approach to leisure services. Today's professional must be able to function efficiently within many working environments and at many levels of management. Today's curriculum must reflect the broader nature of attitudes, skills, knowledges, and behaviors needed to successfully compete in the leisure job market.

Last year at the 1974 Congress of Parks and Recreation in Denver, Don Weiskopf of American River College, while participating in the SPRE Institute on "Park and Recreation Education and the Community College", introduced the 1972 CAL-SPRE Articulation Report to Discussion Group II on "Articulation Problems," and the document received a strong and positive response from the participants. Later in the day, it was agreed that the CAL-SPRE report be used as a model, along with documents from other state SPRE groups, to be reviewed by newly created SPRE two-year and four-year Articulation Committee, with Bob Sack of Kalamazoo Valley Community College (Michigan) as chairperson. Larry Williams of Catonsville Community College (Maryland) was also a member.

Meanwhile, in California, a major project was initiated by the CAL-SPRE group to assess the need for a revision of the 1972 document and to undertake such a revision if conditions so indicated. Designated as chairperson of the project was Dr. Bernard F. Mead, Department of Recreation and Park Administration, California State University, Sacramento, with the cooperation of Mary DeNure, Specialist in Public Service Occupational Education in the Chancellor's Office of the California Community Colleges, Sacramento. An initial questionnaire survey indicated a dissatisfaction with the manner in which member schools were or were not implementing the document. The results of the survey showed that revisions were in order.

A second questionnaire was distributed asking educators to provide information relative to the content of those courses defined as CORE in the original document. Results from the questionnaire were compiled, and such a diversity in course descriptions was found that it became virtually impossible to equate the courses which had similar titles. According to Dr. Mead, "It became evident that if there were to be any basis of comparison for assessing the acceptability of lower division courses for students transferring from community colleges to four-year institutions, it would be necessary to do so on the basis of fundamental experiences contained in the courses rather than relying on catalog descriptions."

Therefore, a third questionnaire was sent to all recreation educators requesting personal assessments of what should be the key knowledges, skills, attitudes, and competency levels of the CORE courses. "From these statements of skills, knowledges, and competencies, it will be possible to effectively

define the content of CORE experiences regardless what the catalog description may read," said Read. "In addition, the transferability of a course may be evaluated in terms of its fundamental outcomes, particularly whether or not it meets a commonly defined set of skills, attitudes, abilities, knowledges, competency levels, etc."

Since the project was initiated, committee meetings have been taking place in both the Northern and Southern sections of California, and a revised and up-dated Articulation Report document will be further reviewed, finalized, and hopefully agreed upon by the CAL-SPRE membership at Asilomar State Park in Pacific Grove, November 21-23, 1975.

PROGRESS REPORT OF SPRE'S ARTICULATION COMMITTEE (Larry Williams)

Following the 1974 Congress of Parks and Recreation in Denver a two-year/four-year Articulation Committee was selected by Roger Lancaster, Executive Secretary of SPRE. Along with chairperson Bob Sack, I was selected as a member of the committee. At a February, 1975 meeting, the committee developed four major objectives:

1. To recruit two-year faculty into NRPA membership
2. Encourage two-year faculty to become involved in committee work, as well as on the SPRE Board
3. Have the two-year and four-year committees be a standing committee of SPRE
4. Make a concerted effort to encourage all recreation educators, two-year and four-year, to establish a committee within their own state association, in order to promote better articulation between the two groups.
5. To review, finalize and approve the California SPRE Articulation Report at the 1975 SPRE Institute in Dallas, Texas, later get SPRE Board approval and hopefully publish an Articulation document which will contain a set of guidelines and recommendations on the national level.

The major concerns of the committee are:

* The role of the community college, in terms of both transfer and career programs.

* Course content and competencies at both two-year and four-year levels.

Like CAL-SPRE in California, we have a vehicle in Maryland which is a branch called SPRIM, in which we meet about six times a year. We talk about the kind of concerns that we are talking about here today, and I think they have been very helpful for both the community colleges and four-year institutions in bringing about a better understanding of what we are doing. All of us are interested in students and human beings, but we really don't take the time to sit down and try to solve some of their problems.

Some of the things we have done include:

1. Develop guidelines for qualifications for recreation and park educators.

2. Serve in an advisory capacity to recreation and park departments in terms of providing them with some new directions.

3. Identify and propose solutions to equating credit values and standardizing course content; keeping duplication and overlapping to a minimum, the transferability of courses, and the differentiation between upper and lower level.

4. We have looked at career VS transfer degree programs and have tried to outline, "What is a career program for those going out into the employment area."

5. We have had an exchange of faculty. For example, I am teaching at the University of Baltimore in the graduate program, while some of the university faculty are teaching in the community colleges. This is one way we can find out what is happening at the other level of professional preparation and give us a better feel for this whole business of articulation.

6. We are looking at accreditation, registration, and certification, and hopefully maintaining and having a direct line to the Maryland Council of Higher Education, in terms of their guidelines that effect both the community colleges and four-year institutions.

7. We provide consulting services and technical assistance to state educational, private, public, and voluntary agencies. We are sort of a clearing house, the vehicle for any problems coming up about articulation, etc.

8. We are also collecting data about the placement of our graduates. Again, we are getting advice and information from our departments of recreation in the state of Maryland, in terms of the educational manpower needs of the state.

AFTERNOON DISCUSSION GROUP ON ARTICULATION Before we break for lunch, I would like to urge as many of you to meet with Norm Olson and me for the purpose of reviewing the CAL-SPRE Articulation Report and to get your recommendations and viewpoints as to what you think of the revision of this document. Does it indeed really do the job of articulation? Our group this afternoon will strive to draft up a document of national guidelines which later will be submitted to the SPRE Board of Directors for approval and used as a model or guide from which the two levels of professional preparation can articulate more effectively.

SUMMARY AND RECOMMENDATIONS

GROUP I: HIGHER STANDARDS OF PROFESSIONAL PREPARATION (Bill Niepoth and Carole Hanson)

The concerns and observations could be grouped into the following general areas:

1. The approaches we take to the recruitment and screening of students influences the quality of our programs of professional preparation. We need enough enrollments to establish our identities, but not so many that our resources (faculties, facilities, etc.) are over-taxed. In the development of both recruitment and screening procedures, we need to remember that the field is very broad; and that the potential employment market for graduates might be greater than we have perceived it traditionally. New job markets might suggest different student characteristics, which could influence recruitment and screening criteria (and possibly procedures).

2. Faculty capabilities influence quality. But, there are conditions which bear upon our abilities to maintain higher standards of quality:

   a. The expectations, organizational structures, and philosophies of central administrations influence allocations of resources, including faculty positions and support budgets; and these factors also influence the relative emphasis given to quality.

   b. Faculty behavior is partially guided by retention, tenure and promotion criteria. Most RTP procedures give high priority to instructional competence. But, quality teaching is relatively difficult to measure; and it frequently develops that other criteria, which can be documented more readily, become the bases for decisions.

   c. Societal changes may create needs for program modification. Sometimes, course trade-offs can be accomplished without additional resources. But, new classes or more costly innovations may be called for. General budget restrictions work against this possibility. On some campuses, stable or increasing recreation and park enrollments are required to "subsidize" enrollment declines in other departments. In these cases, increased resources do not follow enrollment increases.

   d. We are sensitive to the expectations of the agencies who offer employment opportunities for graduates. The field, and students themselves, frequently want a highly "practical" education. This usually means the development of skills which can be used in specific job situations, as they currently exist. But, without a theoretical base and attention to processes, the program may fail to prepare students for the changing situations they will encounter after graduation.

3. As faculty, we need to be aware of research findings, instructional techniques, and educational innovations available from other disciplines, which have potential for contributing to quality in our own areas.

4. The contributions of the NRPA to higher standards were discussed. The Association continues to make significant contributions (through Congress

sessions, accreditation efforts, status surveys, etc.). But, there might be additional ways which would encourage or support greater quality . . . maybe in the general areas of new approaches to instruction or the development of new programs. Comments here were relatively unfocused.

5. Competency-based programs have promise for contributing to quality preparation. They also have some disadvantages. One prominent one is the difficulty of devising appropriate assessment techniques. But, there seems to be much interest in competency-based programs, and they probably will continue to develop. We should be aware of these developments.

GROUP II: PROGRESSIVE APPROACH TO INSTRUCTION (Gerald Garthe and Robert Sack)

Instructional strategy is considerably more complex than perhaps what we think it is. We need to avoid simple solutions to great complex problems. It was our feeling that we all need to look more at our own abilities as instructors.

What teachers do, what learners do, how materials are used, and what types of mechanisms are used are all variables which have an effect on student performance.

The following are some recommendations:

1. We need to work on our own abilities to use instructional technology.

2. We must develop ways and methods to achieve desired outcomes from learners.

3. What we do is more important than what we say we will do.

4. Providing a freedom to create is enormously important.

5. We should attempt to be honest, to convey the results of our own turmoil and describe "what is" and "what we are".

6. We should try to convey change, an anticipation of continuous change, and utilize feedback mechanisms that provide for this.

7. We must try to facilitate discussion in specific terms rather than vague, general ones.

8. Good programs are built upon our strength, or our anticipated strength.

9. We need to provide the basis from which we can begin to amend, construct and improve.

During the afternoon, we employed a variety of games, which were designed to make us all aware of the learning values of instructional technology. They included "The California Trip", a map type game of the Golden State's outdoor recreation resources which I (Gerald Garthe) plan to have manufactured and available for sale.

Other recommended instructional games are: "Ghetto" (Game Western Publishing Company); "Culture Contact" which teaches students the implication of two cultures clashing and having more respect for someone elses' culture; and "Redwood Controversy."

GROUP III: A STRONGER PROFESSIONAL IMAGE (Don Fleming and Cliff Seymour)

A major goal among those in the parks and recreation field should be the development of a favorable public image. There is a definite lack of public understanding of the field of recreation, and the problem is primarily one of image. Most Americans are not fully aware that recreation is a distinct area of professional service.

To a large extent, the professional image of the recreation and park field depends on:

* The quality of the services rendered, and

* The value people place upon leisure experiences.

Therefore, efforts to improve the professional image should focus on meeting the leisure needs of people and enhancing their quality of life.

To improve the image of the recreation and leisure profession, progress must be made in the following areas:

1. Community involvement by college recreation and park educators; this type of visability is needed in the community.

2. The need for certification, licensing, and accreditation, if we are to be regarded as a true profession.

3. The role of the field should be clarified so that a single clear image emerges.

4. The need for editors of recreation and leisure journals to promote image factors, i.e. "Parks & Recreation" (NRPA), "California Parks & Recreation", " Leisure Today".

5. Recreation professionals are inclined to be too sports oriented, rather than a knowledge and understanding of many leisure activities.

6. We should be aware of the fact that graduates from other disciplines, such as sociology and psychology, are currently being considered for many of "our jobs". Therefore, our graduates must be prepared to compete favorably for these jobs.

7. New and more creative uses of recreation and park personnel.

8. Greater professional recognition, public influences, and status.

9. More competent program development, budget planning, and management.

10. A new sense of dedication relative to the potential role of leisure programs.

11. More effective communication with people from the entire community.

12. Getting the cooperation of newspaper editors, TV stations, service clubs, and the many agencies in the community.

13. Challenging apathy with daring and imaginative program approaches.

14. Moving more forcefully in solving the problems and ills of the community.

15. Intelligent planning, hard work, teamwork, and cooperation.

16. Constructive and creative opportunities for people of all ages, races, and social backgrounds.

17. Increased emphasis on the study of ethnic minority cultures; steady growth of activities and programs dealing with multicultural leisure services.

GROUP IV: CREATING A STRONGER JOB MARKET (Dave Austin and Lester Rhoads)

Students or prospective job applicants should have access to facts and information in regard to job opportunities, including the names of employers, individuals to contact and their addresses. A few years ago the MRPA published a personnel directory which served a significant purpose. The SPRE Curriculum Catalog has been of considerable value to educators and students in seeking out university opportunities.

The EMPLOY Service Package is now fulfilling an important need, in providing employment resource information along with tips on preparing for the job search process, and to assist your students in preparing for and locating opportunities.

Students should apply creativity in their letters of applications, resumes, and find out something in advance about the agencies to which they were applying. For example, "I want to come to Michigan. I have got some ideas which might help." Effort on the part of the student is important.

Colleges and universities should take the lead in contacting agencies to promote their students. Too many of our recreation departments have relegated to the student the entire task of job-hunting. We should provide our graduates with thoughtful and organized support in their efforts to find jobs.

The Federal sector and private seem to be sectors which have not been thoroughly explored by park and recreation professionals, e.g. tennis clubs, sports centers, sport camps. etc. Students do not often have organizational skills to compete for these jobs. There appears a definite need for considerable job development in private enterprise. We need a fundamental course in business administration to increase these competencies.

There is a significant need for Recreation Resource Specialists through the following: Federal Civil Service Centers, Historical Interpretation jobs through the National Park Service, and expanding jobs in Federal, State, and local service in water purification sanitation plants in the Water Resources area, which are available through Soil Conservation, Corps. of Engineers, Recreation Resource Planning, Flood Plain Management, and even Land Use Management are all areas in which Recreation and Parks people could find employment. For instance, it was mentioned that an expanding federal role with the National Park Service now has urban recreation operations in several Eastern cities in the United States.

Professional recreators are assuming attractive job positions with commercial and resort recreation agencies. Their training and background have made them ideal candidates for management and supervisory roles at golf and country clubs, bowling alleys, ski resorts, camps, beach resorts, housing development recreation areas, sports organizations, and the many recreation communities currently being developed. In the commercial recreation field, personnel is in demand by travel agencies, tourism, senior citizens retirement developments, and industrial-commercial organizations.

Openings in significant numbers are becoming available in such special areas as therapeutic, institutional, group work, and community-school recreation.

In summary, there is a need to come up with some innovative approach in seeking new job opportunities. Opportunities in the federal and private sectors, in particular, should be identified and our students made aware of these jobs. If we are to create a stronger job market, we need to find ways to connect job seekers with prospective employers. Course development must be oriented to qualify students for service in commercial recreation and other areas not traditionally "recreation".

Revised and up-dated legislation is needed where recreation personnel are mandated, such as at nursing homes, hospitals, etc. To increase job opportunities in the correctional area, the profession should lobby for new legislation, e.g. the New York State Corrections system requires a teacher's license for recreation work.

There is a significant need for political action by national and state organizations to lobby for increased professional recreational services to be provided by such governmental agencies as the National Park Service, State Correction systems, Federal and State Housing systems, and the state departments of commerce.

GROUP V: A PRACTICAL APPROACH TO ARTICULATION (Norm Olson and Larry Williams)

The goal of Group V was to review, discuss, and approve the CAL-SPRE Articulation Report as a model from which a national document of guidelines can be later developed by the two-year/four-year Articulation Committee of the Society of Park and Recreation Educators. Later, it is our desire to get SPRE Board approval for publication and distribution to all two-year and four-year colleges and universities preparing personnel, for the field of recreation, park and leisure studies.

As leaders of the discussion group on Articulation, we are delighted to report that the members of our group agreed to accept the following document draft, which emphasizes concepts and principles. Later, the report will identify knowledges, skills, attitudes, and competency levels, in addition to suggested course outlines.

Society of Park and Recreation Educators
1601 North Kent Street
Arlington, Virginia 22209

NATIONAL ARTICULATION GUIDELINES IN THE PROFESSIONAL PREPARATION IN RECREATION AND PARKS

Recommended by Participants of the

1975 DALLAS-SPRE INSTITUTE

Sunday, October 19, 1975

Congress of Parks and Recreation
Dallas, Texas

Subject to review by SPRE two-year/four-year Articulation Committee and approval by SPRE Board of Directors

On October 19, 1975, in Dallas, Texas, participants of the 1975 Dallas-SPRE Institute agreed to accept the NATIONAL ARTICULATION GUIDELINES IN THE PROFESSIONAL PREPARATION IN RECREATION AND PARKS, which offers a new dimension in park and recreation education. It is the expressed desire of those who participated to urge the Board of Directors of SPRE to adopt this document with full intent to implement the following recommendations:

1. The following six courses, if taught, should be taught at the lower division, or Community College level:

	Units
Introduction to Community Recreation	3
Program Planning and Organization	3
Recreation Group Leadership	3
Outdoor Recreation	3
Social Recreation	3
Performing Arts in Recreation	3
Directed Work Experience (Practicum)	6

2. Additional courses may be appropriate for the community colleges to offer, depending on the needs and interests of the local community, and the expanding needs of the leisure field. Examples may be: Introduction to Parks, Introduction to Therapeutic Recreation, etc.

3. Appropriate courses taught at the lower division level should not be designed to fulfill upper division requirements at four year colleges.

4. Students who plan to transfer to four-year institutions will be encouraged to complete their General Education requirements.

5. The four-year institution is encouraged to explore ways in which lower division Work Experience be given credited credit toward pre-intern hourly requirements, or recieve lower division credit.

6. Basic to the whole issue of Articulation is effective communication between Community Colleges and four-year colleges and universities, particularly in the local area.

7. A recreation course or courses should be made available to the general student population as a general service course, such as "Leisure Living" as a scholarly discipline.

8. The role of the community college is to teach skills, techniques, face-to-face leadership, while the four-year college should emphasize theory, supervision, management, and administration.

9. Upper Division skill courses should be eliminated.

10. The community college should offer courses or programs for continuing education and/or community services.

PURPOSE OF DOCUMENT

The Articulation Document came into being to meet an identified need on the part of recreation and park educators for a clarification of the content of curricula and coures at the lower division level which prepare technicians and help prepare professionals who engage in study leading to the Bachelor's degree at a four-year college or university.

The purpose of this document is to examine the skills, knowledges, attitudes, behaviors, and competency levels which are considered essential to the preparation of two types of students:

1. Those students who will undertake a program of technical training leading to occupational and vocational opportunities as para-professionals.

2. Those students who will engage in a four-year plan of study leading to the baccalaureate degree and to professional positions in the park and recreation field.

The main function of community colleges is to provide students with occupational skills with which to successfully function in a job situation. The following occupational areas have been identified:

Recreation Assistants
Recreation and Tourism
Parks and Recreation Management
Recreation Therapy Activity Leader
Natural Resources Management
Recreation-Agriculture Resources

This document also addresses the need for a broader perspective of the profession itself. Course content must not be the exclusive concern of professional preparation and technical training. Additional areas of concern include experience areas, skills, knowledges, attitudes, behaviors, and competencies needed to prepare students.

Approval alone, however, will not accomplish the purpose of the report. What is needed is effective implementation of the report by all levels of administration. To be successful, it must have the full support of both the administrators and the faculty of higher education institutions. Therefore, all Deans of Admission, Instruction, Division Chairmen, and those responsible for articulation between two-year and four-year schools should be given the opportunity to read carefully the contents and provisions of the report.

ROLE OF THE COMMUNITY COLLEGES IN THE PREPARATION OF PROFESSIONAL RECREATORS

Community colleges prepare students for direct face-to-face leadership or technical jobs in the field of recreation and parks. This role involves the preparation of the student for both early entry into the field and/or transfer to a four-year program to continue their education towards a Bachelor's or Master's degree.

The role of Community Colleges has been to meet the manpower needs of occupational areas where manpower shortages exist. Community colleges believe that occupational fields associated with leisure have high occupational potential for trained technicians. The four thrusts of the Community College system are:

1. Technical training for para-professional occupations

2. Lower division general education courses for students planning to transfer to four-year colleges and universities.

3. Lower division preparatory courses in recreation and parks which are designed for students who plan to transfer into professional preparation programs at the four-year college and university.

4. Provide continuing education and community service experiences or programs.

This document is primarily concerned with those experiences and content areas which are related to the third thrust area of the community college, since it is in this area that articulation between the two-year college and the four-year college or university is essential to insure an orderly transition for the transfer student from one institution to the other.

In addition, there are courses at the community college which are designed to enhance the job skills of the para-professional in the community, but are not included in this document.

In California, there are three ways in which lower division courses may transfer into four-year institutions:

1. A required course which is comparable to a course offered at a four-year institution and therefore accepted in substitution for the course.

2. A course which is similar in content to a course offered at the upper division level at a four-year school. The upper division course is waived and replaced by another course which can expand the student's frame of reference and also satisfy the total unit requirement for graduation.

3. Under an agreement between the Chancellor offices of the Community College System and the California State University and College System (CSUS Chancellor's Executive Order 167), all courses certified as baccalaureate level by a community college must be accepted, generally as lower division elective courses, in partial fulfillment of the unit requirement for graduation.

Objectives of a Community College Program The Recreation Leadership curriculum is designed to provide the student with the following knowledges or competencies:

1. To acquire basic recreation skills for employment at the Associate Degree entry level; and/or transfer to a four-year program to continue their education towards a bachelor's degree.

2. To attain a basic knowledge required in the field of recreation and parks; a foundation of philosophy, theory, and principles of leisure and recreation, plus a basic general education.

3. To acquire methods, principles, and techniques in the job skills needed to function as a recreation program or resource technician in a variety of vocational settings.

4. To understand and be able to apply the basic principles and techniques of the profession.

5. To develop an awareness of the importance of the role of leisure in contemporary society.

6. A knowledge of the history and development of the recreation movement, including an understanding of the nature of the recreation experience and its importance to individuals.

7. Knowledge of the organizations or agencies (public, private, and commercial) providing recreation services, their philosophy, foundations, principles, and methods.

8. A knowledge of the development, structure, purpose, functions, and inter-relationship of private, public, voluntary, military, industrial, commercial and religious organizations which render recreation services.

9. To gain knowledge and appreciation of program activities, self-directed activities, recreation resources, conservation, and leisure environments.

10. Knowledge of comprehensive programming in relation to range, depth, continuity, balance, challenge, and interrelatedness; in relation to the maximum use of community resources...people and facilities.

11. A knowledge and understanding of some of the recreation activities in relation to principles, objectives, organization, purposes, values, and criteria for selection and evaluation.

12. Competency to lead and (or instruct) individuals or groups in several major program areas and activities, at least a minimum of skill: arts and crafts, drama, dance, music, sports, aquatics, outdoor recreation, and social recreation.

13. An understanding of the theories, principles, and practices of leadership, including developing, supervising, and evaluating subordinate personnel and program participants.

14. Knowledge of human relations and personnel problems at the leadership and supervising levels, and communication skills and public relations.

15. Knowledge of the supervisory responsibilities, including records, reports, and accountability.

16. Leadership experience with different age groups of varying degrees of health, in a variety of settings and situations.

17. An understanding of the characteristics and behavior of a "true" professional.

18. To gain practical knowledge in the field of recreation and parks, on-the-job training under qualified supervision; the ability to relate theory to practical experience.

ROLE OF FOUR-YEAR INSTITUTIONS IN THE PREPARATION OF PROFESSIONAL RECREATORS

Traditionally, the curricula of the four-year colleges and universities have been more conceptually than occupationally based. Rather than providing higher level technical training for specific occupations, these curricula have been concerned with preparing students in management skills, decision making and problem solving principles, critical analysis, and the ability to cope with constantly shifting variables in a complex social and technological environment.

Rather than offering courses in skill mastery of job related functions, the four-year institution has been concerned with preparing a student more broadly to function competently at middle and upper management positions within a variety of working environments. The job classification of "Administrator" and "Supervisor" have been the traditional concerns of the four-year curriculum.

Depending on the size and scope, a recreation department needs competent personnel in such areas as: supervision and administration of program services, evaluation, planning, design, and construction. Other areas are the maintenance of facilities, recruitment, hiring, training, and evaluating personnel, budgetary procedures and reporting, working effectively with municipal councils or boards and civic groups, and effective public relations and departmental promotion.

In situations involving a tight job market, four-year degree graduates have found themselves competing for entry-level jobs in leisure service agencies. Therefore, it is essential that graduates be prepared to handle first-line operating roles, as well as supervisory levels.

SUGGESTED EDUCATION AND COMPETENCIES FOR RECREATION AND PARK COORDINATORS/INSTRUCTORS IN COMMUNITY COLLEGES

Those faculty members who are teaching students preparing for para-professional or professional courses in recreation, parks, and leisure fields should have a Master's degree in recreation and/or parks, and at least three years of occupational experience in a recreational setting. A community college teaching credential is recommended.

SUGGESTED EDUCATION AND QUALIFICATIONS FOR RECREATION AND PARK FACULTY IN FOUR-YEAR COLLEGES AND UNIVERSITIES

Faculty members should hold graduate degrees from accredited institutions with a concentration in park and recreation education at one or more levels of their professional preparation. All faculty members should hold at least a master's degree and have had a minimum of 30 semester hours of

credit in the areas included in the professional education section as specified in the undergraduate curriculum content standards and the graduate curriculum professional courses herein identified.

Faculty members should have had advanced study and/or experience in the subject matter areas for which they are responsible. Their background should reflect diversity, both in areas of specialization and in educational institutions attended. There should be reasonable age, sex, and racial distribution within the faculty.

CONCLUSION

In Recreation and Parks, the fully trained and qualified professional person in an administrative or top supervisory role may be assisted by a Community College-trained technician or program assistant, who can assume a direct program leadership role in various activity areas.

With a growing number of career opportunities available to qualified professionals, particularly those at the program leader level, the Community College is encouraged to provide a career-oriented recreation curriculum to prepare the student for early entry into the field.

Thus, the curriculum must contain the basic knowledge and training skills to prepare the student to function effectively in a face-to-face leadership capacity in a variety of recreation settings.

Four-year colleges and universities should demonstrate both greater diversity and depth in their curricula than community colleges do. A greater variety of specializations have been developed on the four-year college and graduate levels of higher education.

Enrollments in parks and recreation have expanded rapidly in two-year and four-year institutions. In California, for example, between the academic years 1971-72 and 1973-74, the number of students graduating with Bachelor's degrees in recreation and parks increased from 256 to 884, while community college graduates increased from 373 in the 1970-71 school year to 1,051 in the 1973-74 school year.

These increased enrollments have resulted in stronger competition for available jobs, more selectivity on the part of employers screening applicants for positions, and quite often it means that overly qualified applicants are competing for positions which are low paid because of the large numbers of available replacement personnel. As a result, there is increasing responsibility for educators to prepare students to compete in a wider ranging job market with higher levels of skills, and to provide innovative opportunities for leisure services and facility management.

A number of colleges and universities have begun innovative programs intended to explore leisure as a scholarly discipline rather than as a narrowly conceived area of professional employment. Undergraduate curricula are being developed which focus on the growing impact of increased leisure on industrial society and the effects of continuing technological change on patterns of leisure time use.

REVISION OF CAL-SPRE ARTICULATION DOCUMENT The proposed revision of the document has reoriented the focus from the roles, purpose, philosophy, and courses offered by the California Community Colleges to a consideration of the total academic growth of a student, and as a result, it relates to a comprehensive curriculum which involves not only a two year curriculum but considers the four year curriculum from the perspective of lower and upper division content areas. The distinction between two-year and four-year institutions has been deemphasized and replaced by an attention to lower division curricula and upper division curricula.

Some of the new dimensions include:

A DESCRIPTION OF EXISTING PRACTICES Descriptions of lower division courses defined as CORE in the previous edition of the DOCUMENT have been compiled from the California Community Colleges.

A COUNSELING GUIDE FOR ACADEMIC ADVISORS Departmental course requirements from each participating university in the State which has a curriculum in recreation, leisure, and parks are contained in the Appendix.

CURRICULUM GUIDE FOR EDUCATORS Proposed outcomes from lower and upper division CORE courses are contained and defined in the Appendix. They are assessed in terms of desirable skills, knowledges, attitudes, abilities, and competency levels.

ARTICULATION GUIDE FOR EDUCATORS AND COUNSELORS The single most important part of the document, perhaps, lists lower division CORE courses by number for each participating Community College in California. Each participating university has indicated the conditions under which these CORE courses are accepted at their individual institutions.

Actually, the ARTICULATION GUIDE is a summary of existing practices. It does not suggest to direct the nature of decisions made at individual institutions. Rather, it reflects the status quo. As the proposed revision of the CAL-SPRE document presently reads.....Hopefully, it can facilitate the decision making process for students who are in the process of planning their future academic goals."

"Equally significant is the format sheet for a local ARTICULATION AGREEMENT between institutions on a local or regional basis. This format can be used to confirm in writing oral agreements between institutions."

"A new feature of this document is the identification for the first time of CORE courses and content areas at the upper division level. This addition was made with a view toward being able, in future editions of this document, to identify more accurately the competency levels for lower division and for upper division courses and to determine overlap in competency levels within specific course content areas. The purpose of this identification process would be to provide greater continuity between lower and upper division courses and eliminate duplication and overlap in similar courses which are offered at both academic levels. It will also provide a better distinction between those courses which are designed to prepare technicians and para-professionals and those which are designed as prerequisites to upper division courses."

A C K N O W L E D G M E N T S

As for the monumental task of having the "Proceedings" published in four weeks, I would like to recognize and thank personally those who provided me with excellent services. First, our speakers and resource people made available to me, as well as all Institute participants, well prepared printed material. In addition, the taped recorded services of Leisure Sights & Sounds, Inc., and Roger Guthrie enabled the editor to publish a highly accurate and factual account of the Institute proceedings.

Sincere thanks and gratitude must go to my wife, Annegrete, who did most of the excellent caliber of typing, assisted by Mary Lease and Tolly Parker. Rosanne LaRusso should also be commended for operating the mimeo machine with distinction, as well as Carol Washington's layout of the cover material. Last but not least, I wish to acknowledge my two daughters Christine and Lisa, who helped assemble and staple the many pages.

While the printing-services and equipment of American River College were generously made available for this project, as coordinator of this Institute, I consider it a professional responsibility for me to assume the major portion of the expenses, plus an opportunity to express my gratitude to you for your overwhelming reception of my latest text, A GUIDE TO RECREATION AND LEISURE.